

# Inspection of Roose School

North Row, Barrow-in-Furness, Cumbria LA13 0HF

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Inspection dates: 8–9 October 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this school?**

This school is the hub of the local community. Parents are pleased with the quality of education and say that their children feel safe and happy at school. They particularly value the 'wonderful community atmosphere amongst staff, pupils and parents'. Our findings support the views of parents.

School leaders have high expectations for staff and pupils. Staff enthusiastically promote the school's mission statement 'to enable all children to realise their potential'. They want every pupil to do their best in all aspects of school life. Pupils listen carefully and try hard with their work in lessons. They are well mannered and kind to each other around the school.

The broad and interesting curriculum helps pupils to develop a love of learning and prepares them well for their next steps. Leaders plan the curriculum well to help pupils develop personally as well as academically. This helps to give pupils the confidence to rise to challenges. Pupils enjoy the wide range of enrichment activities, including after-school clubs, trips out and themed weeks.

Pupils and staff are proud of their school and show respect for each other. Pupils feel safe and well cared for. Pupils say that they are not aware of any bullying. Any disagreements are dealt with quickly by teachers, on the rare occasions they happen. Pupils' attendance is good.

## **What does the school do well and what does it need to do better?**

The school is led well. Staff feel valued and pupils thrive in this school. All leaders have a detailed understanding of the strengths and priorities for improvement. Staff work together well; they share information and resources. They are keen to attend training that develops their skills and supports improvement in school. Governors provide good support and challenge to leaders.

The school's curriculum matches the ambition and breadth of the national curriculum. Pupils enjoy the wide range of activities which enrich school life. For example, pupils learn outdoors, go on many trips and put on performances for the local community. Pupils learn to care about the world and others. They learn about different cultures and global issues and are prepared well for life in wider society.

The curriculum is well organised in English, mathematics, science, history and geography. Thorough planning in these subjects helps teachers to build on pupils' prior knowledge and prepare them for their next steps in learning. The curriculum is not as well developed in other subjects, but leaders are in the process of bringing this about. They have already taken action to plan next year's curriculum and train staff in those subjects where planning is not so advanced.

Children get off to a flying start in the Reception class. Staff work closely with nursery providers, which helps children settle in quickly. Children feel safe and play

and work together happily. Staff use information from assessments skilfully. From the start, they build on what children already know and can do. All staff have a thorough understanding of how young children learn. Well-planned, fun and exciting activities captivate children in class and outdoors. Children make good progress from their starting points and are prepared very well for learning in Year 1.

Pupils continue to develop positive attitudes to learning as they move through the school. Their good behaviour helps them to learn well. Teachers make learning fun and memorable for pupils. For example, they use the exciting outdoor learning areas to put pupils' mathematics learning into practice. Effective teaching helps pupils of all abilities to achieve well across the curriculum. Teaching assistants support learning effectively in each class. The curriculum is adapted well for pupils with special educational needs and/or disabilities (SEND). Pupils who need to catch up are given extra help and support.

Staff encourage pupils' love of reading. Children love hearing stories read by their teachers and they read widely for themselves. Skilful teaching of early reading and phonics helps pupils to read words accurately. Pupils do very well in the phonics screening checks in Year 1 and in reading and writing assessments in Year 2.

Leaders are taking action to improve pupils' progress in reading at key stage 2, following a recent dip. The focus on teaching reading comprehension skills is already making a positive difference. Further improvements in teaching and learning in reading remain a high priority.

Teachers have good subject knowledge in mathematics and make learning relevant. For example, pupils apply their mathematical knowledge to outdoor learning and solve problems using their reasoning skills. Pupils make good progress and achieve well in mathematics. However, some older pupils do not have instant recall of basic number facts and this can slow them down when they complete calculations.

## **Safeguarding**

The arrangements for safeguarding are effective.

School policies and records are detailed and fit for purpose. The well-being and safety of pupils is a key priority for everyone. Staff and governors are well informed and alert to any safeguarding concerns. They have completed safeguarding and 'Prevent' duty training, relevant to their roles. Staff have also undertaken additional training to enable them to support pupils' mental health and well-being. The support for vulnerable pupils and families is strong.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In English, mathematics, science, history and geography, there are detailed plans that ensure that pupils build on their prior learning as they move through school.

The school follows schemes that reflect the national curriculum in music and physical education. The sequencing of learning is not yet developed as effectively in other subjects. Subject leaders should continue to develop the sequencing of learning and identification of the key learning in each year group in art, design and technology, religious education, computing and languages. Ofsted's transition statements have been applied in this inspection.

- Pupils are taught reading comprehension skills in each class. However, the approaches used to teach comprehension skills are more effective in some classes than they are in others. Leaders should ensure that teachers use the most effective practice in teaching reading comprehension across the school.
- Pupils make good progress in mathematics. However, some older pupils do not have a secure grasp of important number bonds. Teachers should ensure that pupils develop instant recall of basic number facts and can use this knowledge when working out mathematical problems.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112207
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10087722
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Fred Chatfield
<b>Headteacher</b>	Wendy Jacobs
<b>Website</b>	<a href="http://www.rooseprimary.co.uk">www.rooseprimary.co.uk</a>
<b>Date of previous inspection</b>	21–22 April 2015

## Information about this school

- Since the last inspection, three teachers and five teaching assistants have joined the school.
- There is a different chair of governors and almost all governors have joined the governing body since the last inspection.
- The number of pupils on roll has increased from 168 to 194.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with governors, the headteacher, deputy headteacher, early years leader, the special educational needs coordinator, all subject leaders and the school's adviser from the local authority.
- We spoke with all teachers and most teaching assistants during the inspection. We took account of their views on the school and their opportunities for professional development.
- We looked at safeguarding procedures and records of safeguarding and behaviour. We checked pupils' attendance and teachers' training records. We

spoke to staff and pupils to evaluate their understanding of safeguarding procedures.

- In addition to the subject-focused activity, we checked the quality of provision in the early years and implementation of the wider curriculum across the whole school. We looked at improvement planning and school policies.
- We observed pupils' behaviour in lessons and around school. We also spoke to them about school life and their views on personal development and behaviour.
- We took account of 24 responses to 'Parent View', Ofsted's online questionnaire.
- We considered the following subjects in depth as part of the inspection: early reading and phonics, mathematics, history and art. Inspection activity in these subjects included: evaluation of curriculum planning; visits to lessons; scrutiny of pupils' work; listening to pupils read; discussion with subject leaders, teachers and teaching assistants and discussions with pupils about their learning in these subjects.

### **Inspection team**

Jean Olsson-Law, lead inspector	Ofsted Inspector
Craig Richardson	Ofsted Inspector

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